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Reading 4402

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Lesson Plan 3: Life Cycle of a Spider

**Objectives**:

**Science Objectives and Related TEKS:**

(10)  Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

(B)  explore that some characteristics of organisms are inherited such as the number of limbs on an animal or flower color and recognize that some behaviors are learned in response to living in a certain environment such as animals using tools to get food; and

(C)  investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs.

**ELA Objectives and Related TEKS:**

(13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(B) draw conclusions from the facts presented in text and support those assertions with textual evidence

(20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(C) write responses to literary or expository texts that demonstrate an understanding of the text.

**Activities:**

1. Reading Comprehension and Vocabulary
   1. Read *Cómo Crece una Araña* by Pam Zollman
   2. Discuss why building a web is important for a spider.
   3. Play the comprehension and vocabulary game of Target Toss. (Copy of instruction inside the portfolio).
2. Word Analysis and Vocabulary
   1. Read *La Araña Muy Ocupada* by Eric Carle
   2. Going over the “c” sound in Spanish words using cards and the Reading Rods en Español manipulatives.
   3. Iphone game of spelling
3. Writing Communication
   1. The student will have writing prompt questions that will guide them in writing.
   2. Think of a time that you were very busy doing something you really liked just like the spider we just read about. What were you busy doing and why were you busy working on it? Did anybody interrupt you? Who were they? What did you say? Did you finish your work? Were you happy?

**Materials:** colored index cards with questions, colored plates, bean bag or penny, cards with “c” words, iphone, paper and pencil for writing

**Evaluation**:

* Student will be evaluated if he understood what he read by the correct responses on the game.
* Student will be evaluated if he can read words that have the “c” sound correctly.